

Eighty-Seventh Annual Report
of the
**South Carolina School
for the Deaf and
the Blind**

CEDAR SPRING, S. C.

1935



PRINTED UNDER THE DIRECTION OF THE
JOINT COMMITTEE ON PRINTING
GENERAL ASSEMBLY OF SOUTH CAROLINA

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BOARD OF COMMISSIONERS

J. N. HOLCOMBE, Chairman

S. C. HODGES, HORACE L. BOMAR, ARTHUR F. CLEVELAND and
J. H. HOPE, *Ex-Officio*

LETTER OF TRANSMITTAL

SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

Cedar Spring, S. C., September 5, 1935.

*Hon. J. H. Hope, State Superintendent of Education,
Columbia, S. C.*

Honored Sir: I have the honor to transmit herewith to you, and through you to the people of our State, the eighty-seventh annual report of the South Carolina School for the Deaf and the Blind. This report covers the period from July 1, 1934, to June 30, 1935, inclusive.

I wish to call special attention to the urgent request in Mr. Walker's report for the money to erect a new Industrial Trades Building. The condition of the old building makes it imperative that a new building be erected at once if we are to continue this type of work at Cedar Spring. I cannot believe that the people of South Carolina wish their deaf and blind children sent out into the world without expert industrial training by means of which they can secure a livelihood. I trust that the General Assembly will take care of this very modest but very urgent request.

Respectfully submitted,

J. N. HOLCOMBE, *Chairman.*

SUPERINTENDENT'S REPORT

*To the Board of Commissioners of the South Carolina School
for the Deaf and the Blind:*

Gentlemen: This is the fifth annual report which I have had the pleasure of submitting to you. During these years the school has been going through a very trying period. Today we seem to be emerging from that period and we are facing the future with hope and confidence. The past year has been a succession of improvements and changes. In making these improvements and changes we have not lost sight of the traditions of former years or of the guiding principles which have caused this school to be respected throughout the State. In all, there have been two major objectives, the first to offer our boys and girls an educational program second to none in the United States and the second to make Cedar Spring a friendly school where our boys and girls may lead normal and happy lives.

The first changes which we wish to discuss are several which are connected with the educational program of the school. For years we have had in use here a very elaborate system of merits and demerits. As the school grew larger it became more and more complicated and less and less effective. In its place we have introduced a very simple system which employs such methods of correction as are in use in the modern home. In the past all children above the third grade have spent from one to two hours each night in supervised study halls. The study halls for the older pupils have now been eliminated and the responsibility for his or her work placed upon the individual child. There remains a very brief study hall for pupils in the fourth and fifth grades (never over one hour) as we feel that these children do better work when their studying is done under supervision. If a teacher feels that one of the older children is not preparing his work as he should, she reports this fact to the Principal and the child is temporarily placed in a study hall. The advantages of this plan we feel are too obvious to need further discussion. Finally, we mailed for the first time report cards to the parents. For financial reasons we could not send these cards each month but they were sent twice during the year, in February and again at the end of the

school year. The results of all of these changes have been most gratifying. Other changes more closely connected with the Educational Department are discussed in the Principal's report.

In residential schools for the deaf and the blind, children tend to become institutionalized. In order to overcome this they must be given opportunities to get away from the school and to mingle with people in the world about them. For several years parents have been encouraged to take their children home for the weekends. The general use of the automobile and good roads make it possible for parents to come for their children and return them with little effort.

The school has many friends in Spartanburg who have been most thoughtful of our children. This thoughtfulness has brought untold pleasure and benefit to our boys and girls and has at the same time greatly helped us in our efforts to have our children mingle with the outside world. The Lions Club of Spartanburg has been unusually nice to us. On the night before the children left for their Christmas vacation the Club played Santa Claus to the whole school. Each child was given a large bag of candy, mits, fruit etc. a toy of some kind and a useful article of clothing. There was music and all kind of fun and the night was thoroughly enjoyed by our children and, I believe, by the Lions. This same Club arranged for free admission for our children to three moving picture theatres in Spartanburg and each Tuesday a bus load of happy children attends a moving picture show. In as much as we have three shows to choose from we can usually select a picture suitable for the children who are attending. Our blind children seldom miss anything of a musical character in Spartanburg. During the past year they were guests of the Woman's Music Club, the Male Chorus, the Spartanburg Symphony Orchestra and attended numerous other recitals and entertainments given at Converse College. Our pupils are grateful for the chance to enjoy the musical opportunities afforded them and the school sincerely appreciates the thoughtfulness of those who issued the invitations.

Parties held at the school give the children an opportunity to mingle with each other. In the past our children's parties have been held at the end of each month and were attended only by those children who had received no demerits during the month.

Your Superintendent felt that this was not a good plan for it kept away from these parties the very type of child who needed most of all to be there. Wholesome pleasure and encouragement will often bring about marked improvement in a troublesome child. As rearranged the parties come only five times a year but they are attended by all of the children.

We believe that all of these things and many more of a like nature have had a wholesome influence on the school. Our children are having a good time while they are at Cedar Spring and to the writer that is very important.

Generally speaking with the exception of one department we are satisfied with the progress which the school is making. We have an excellent organization composed for the greater part of highly trained and experienced men and women. Each departmental head is thoroughly capable and can be depended upon to see that the department produces splendid results. We are not however, satisfied with our manual trades department or the work which we are doing there. For about ten years the school has been requesting a new building from the State without definite results. For something over two years we have been strenuously trying to secure P. W. A. funds for the same purpose. P. W. A. authorities in Washington have stated that this money will be available only after a test case has been brought in the State Supreme Court to test the validity of the bonds which the State will give the National Government in return for the money we hope to borrow. Such a case is now pending and we are hopeful of an early decision. Should the Supreme Court rule against us it will be necessary for the Legislature to provide funds for this new building. The present building is a disgrace to the school and to the State of South Carolina and we have reached the point where work of this type will have to be discontinued unless a new building is provided. May I add that I believe this work is as important as any done in the school. An education for the deaf and the blind is important but it is of little use unless that same boy or girl is taught a trade by which to make a livelihood.

For the administration of this school from July 1, 1936 to June 30, 1937 we request the following:

| | |
|--|-------------|
| A-1. Salaries | \$43,032.75 |
| A-2. Wages | 6,500.00 |
| A-3. Special Payments | 675.00 |
| B. Contractual Services | 4,325.00 |
| C. Supplies | 29,235.00 |
| D. Fixed Charges & Contributions | 3,433.94 |
| G. Equipment | 1,100.00 |
| <hr/> | |
| Total (Maintenance) | \$88,301.69 |

H. Permanent Improvements:

| | |
|---|-------------|
| Industrial Trades Building | \$30,000.00 |
| Bathrooms (3) for Boys' Dormitory | 2,500.00 |
| <hr/> | |

Grand Total\$120,801.69

I cannot close without expressing my appreciation to those who labor with me at Cedar Spring. From the most lowly servant to the heads of departments I am fortunate in having a group of efficient, loyal, courteous and hard working people who have the best interest of the school at heart. I wish to take this opportunity to express to them my appreciation for their faithful work at Cedar Spring. May I also express to each member of the Board of Commissioners my appreciation for the service you are rendering. Since I was appointed Superintendent I have many times gone to you for advice and counsel. You have always listened sympathetically to the problems of the school and your wise counsel and unerring judgment have been sincerely appreciated by your Superintendent.

LAURENS WALKER, Superintendent.

PRINCIPAL'S REPORT

If a school is to make regular satisfactory progress the Principal must have before her a definite clear-cut plan toward which she directs her energy and attempts to direct all other work, plans and programs. In a school for the deaf or the deaf department of a school for the Deaf and the Blind the course of study is of prime importance and for that reason during the past year teachers, the Supervising Teacher and

the Principal worked together in an effort to have our course of study as near perfect as possible. From numerous schools all over the United States we obtained different courses of study and all available information concerning the methods used and the results obtained. This information was studied by the several teachers in cooperation with the Supervising Teacher and the Principal in an effort to discover our own short comings. With only a few minor changes of a very technical nature we agreed to use, as we have done in the past years, the Course of Study at the North Carolina School for the Deaf as outlined by Miss Enfield Joiner, Supervising Principal of the school. We followed this outline very carefully through the first four grades and our changes in the higher grades consisted chiefly in the choice of books. In addition to Miss Joiner's outline we have taught and checked very carefully in the several classes Miss Edith Fitzgerald's Key System for teaching the English language. We did this in an effort to discover the weakness as well as the strength of our system.

The work which we have done leading to the improvement of our course of study very naturally falls into two divisions: the work in the first four years where there are practically no text books and the work in the eight remaining years where suitable text books must be adopted. In the lower grades at the beginning of the year we outlined definitely the work which we believed each teacher should accomplish with the average class in nine months. The teacher studied the work and for her own convenience further divided it into monthly and weekly assignments. Each day she prepared a written detailed report of the work completed by her class and this report she kept constantly on her desk available at all times. Once a week the Principal and the Supervising Teacher checked the progress of each class in an effort to determine even the slightest flaw in the course of study. If during the week there had been apparent failure, special attention, thought and study was given in order to find the cause. We watched daily the speech, the original work, the lip reading and the language in an effort to discover wherein our course of study was not meeting the needs of the average child.

In the higher grades we began our work by giving tests to try to find the points wherein the children of our school showed

weakness. We then studied the books which we were teaching and came to definite conclusions as to whether or not they were suitable. Constantly during the year we ordered sample books which we had reason to believe might prove helpful. We carefully studied these new books with the hope of finding the best and most teachable text for each grade. Toward the end of the year the Principal and the Supervising Teacher, with the help of the several teachers, prepared a definite and detailed outline of the work to be accomplished in each grade. The books for each grade have been selected and gradually next year we hope to be able to originate a satisfactory method of teaching and a detailed report of the way in which each book should be taught.

Closely connected with this comes the work which we have accomplished to encourage our children to read good books. During the past two years we have been able to obtain and study the course of reading as used at several eastern schools. We have now completed a course of reading for our own school and each teacher knows the definite requirements for her class. In the lower classes the work which required several months consisted of collecting materials and making charts for each room. For the benefit of the upper grades we studied the library and rearranged it to suit the needs of the children. Each teacher now know the names and location of the books which should be read by her class.

In perfecting a course of study we felt that it was most necessary to work constantly for the professional growth and improvement of each teacher in the classroom. During the year the Supervising Teacher taught a course for the Primary teachers based on the "Teaching of Speech" by Miss Enfield Joiner. For the teachers in the advanced department she gave a course based on "Straight Language" by Miss Edith Fitzgerald. All of the teachers in the Primary Building enjoyed one day of observation at the North Carolina School for the Deaf in Morganton, N. C. Each teacher was required to have on her desk each morning a definite, complete and detailed account of her work for the day. These plans were constantly criticized by the Supervising Teacher who consulted the Principal and felt free to make numerous suggestions. At regular intervals during the year we examined the classes in an effort

to discover certain weak points in the general plan of teaching. These weaknesses were demonstrated and discussed before the group teachers' meetings and together we sought for improvement. The Principal outlined for each teacher a general method to be used in grading her pupils and we now believe that these general rules have brought about improvement.

The ultimate success of any school depends upon the work done by each child and during the year we have spent much time studying the individual child, his failures, his accomplishments and his problems. At the beginning of the year we tested carefully each child in an effort to be sure that he had been placed with the right group of children. This led us to a study of the bright child, the slow child and the one who appeared to be a misfit. For the bright child the teacher prepared extra work after a consultation with the Supervising Teacher. Especially during the first part of the year we gave extra time to the child who was falling behind his class. During the morning hours he worked along with his class but in the afternoon either his own teacher or the Supervising Teacher gave him special instruction which was continued as long as it proved beneficial. If the child attended study hall special work was prepared for him by the teacher in an effort to correct his weakness. In connection with this work the Principal and Supervising Teacher checked carefully the weekly grades of each child in each subject in an effort to note either failure or improvement. Constantly we went from room to room, gave tests and worked with the teacher in an effort to be sure that each child was developing his ability to reason instead of relying on his memory. Quite often we tested in each class the work of a previous month and this gave us definite information concerning the progress of each child. If for any reason we were not satisfied either with the teaching or the learning we placed this child's name on our list of special problems and felt that we were justified in giving him extra time and attention.

In the Blind Department of our school as in the Deaf Department we have worked along three definite lines:—(1) A study of the individual child and his problems (2) a study of public school methods and their adaptability to our school (3) the selection of a more suitable course of study.

We began our work with the individual child by a careful study of his daily grades and a comparison with those of the previous year. This study enabled each teacher to divide her pupils into three groups:— the slow children, the average children, and the bright children. For the bright child the teacher or Principal supplied extra work such as parallel reading, research in the library, and additional time in the music department. In an effort to understand the slow child we sought the cause of his failure. In some instances we believed it to be physical and with the advice of a physician we arranged for the teacher in the physical education department to give him special time and attention. When we found that a child was slow because of his mental condition, both Principal and teacher worked with him sometimes with the group but more often as an individual. We watched his progress or lack of progress in each subject and gave him various tests in an effort to understand the child and decide how he should be educated. We believe that our work with the slow child has enabled us not only to give him better instruction but has also greatly effected certain changes which we expect to make next year.

During the year our teachers pursued a study of public school teaching in an effort to glean from this work numerous ideas and methods which might prove beneficial if wholly or partly adopted by our school. Under the general subject of "Progressive Education" we studied in our teachers' meetings three text books: "Problems in Class Room Management" by Brown, "Ways to Better Teaching in the Secondary School" by Fontaine and "Teaching the Elementary Curriculum" by Davis. We also used numerous other available texts for references. In connection with our study we undertook and developed projects in several different classes but we were hampered in this work by a lack of material. We hope with additional funds to pursue this method more thoroughly next year. In an effort to discover the most successful methods each teacher kept a careful record of the work accomplished by the individual as well as the class under certain definite conditions. We look forward with much pleasure to continuing next year all of the work of this kind which has been begun.

Our work in the selection of a more suitable course of study for our blind children has extended over a period of several

months because we have tried to be thorough in it and to have a definite reason for every change. At the beginning of the year we secured from several schools for the blind a detailed copy of their most recent course of study. Each of these plans and outlines we studied and discussed with the individual teachers and in group teachers' meetings. Then we attempted to become familiar with the course of study in every grade of one of the leading public school systems of our State. We did this by gathering material, by holding conferences with the heads of departments and by studying and discussing with our teachers the numerous books used in the public school system. Next we began a careful and systematic study of the books used here at this school in an effort to determine in each instance whether or not a change would be an improvement. With each teacher we studied and discussed the strength and weakness of each book which she taught. If we felt that a book was entirely satisfactory we kept it in our course of study but in numerous instances we discarded the old text because we expected to obtain a better one. We then studied as carefully as possible and sought information concerning the text books which we are able to secure in braille. All of these books come from the American Printing House for the Blind and are furnished without cost to the school by the United States Government. After this work we prepared for next year a definite course of study for the entire school from the first through the eleventh grade. The new braille books have been ordered and will be in use when school opens in September. We have also made a list of certain ink print books which we hope to order and which we believe will prove helpful to the teachers in planning, preparing and teaching the work required in the several grades next year. We have arranged our course of study so that the children in the high school will be divided into two separate groups: (1) those who do not expect to continue their studies in college and (2) those who expect to enter some institution of higher learning. The children in the first group will receive credit for typewriting, music, domestic science etc. and those in the second group will take a classical course which includes all college entrance requirements.

In both the Deaf and the Blind Departments of our school we believe that we have made certain changes and improvements

during the year which have already produced satisfactory results. In numerous other instances, however, we have merely laid the foundation for work which we believe will be accomplished in the months and years to come. Progress in the education of the deaf or blind child must of necessity be slow and gradual but we hope that we now have a solid foundation upon which to build our future progress.

LOUISA WALKER, Principal.

REPORT OF MUSIC DIRECTOR

From a general school enrollment in the Blind Department of seventy-three students, the piano department has maintained a steady average of forty-two pupils. This we consider an unusually large percent, since we do not admit children of first grade work to this department, and also, because obviously there are a number of students who are unfitted for the work.

We have always stressed the study of piano as our major objective, since a correct appreciation of it is an aid to a deeper knowledge and a keener appreciation of other musical instruments.

The following subjects are available to students: piano, organ, violin, voice culture, choral classes, staff notation, piano tuning and repairing, theory and harmony.

In addition to the forty-two students enrolled in piano, other departments maintained a general average as follows: violin—ten, tuning—seven, choral classes—primary and advanced—thirty-five.

All piano students are required to study harmony, either in its primary or advanced stages.

Of course all piano students are expected to acquire a practical knowledge of staff notation.

The physical equipment of the department is in good condition, considering the constant pressure to which it is daily subjected.

A small school orchestra was started last year, and we hope to enlarge and more nearly perfect this work during the coming session. We find it a source of inspiration and help to our students.

It is the constant endeavor of the teachers in charge of our music to study new methods, new thought, and new equipment, thus increasing from year to year the general efficiency of our department.

W. W. DONNALD, Music Director.

REPORT OF THE DENTIST

Tuesday and Thursday afternoons of each week are Dental days. Each student is required to visit the Dental Office at least twice during the school term. They are given a routine examination and all necessary work is done to keep the oral cavity in proper condition. Therefore the children of this institution are not handicapped by having any unnecessary dental pains.

The following is a record of work done during the 1934-35 session.

| | |
|------------------------------|-----|
| Amalgam fillings | 225 |
| Copper cement fillings | 25 |
| Porcelain fillings | 10 |

Extractions:

| | |
|---------------------------------|-----|
| 1. Wisdom teeth | 9 |
| 2. Other permanent teeth | 6 |
| 3. Deciduous teeth | 62 |
| Gum treatments | 45 |
| Silver nitrate treatments | 75 |
| Prophylaxis treatments | 102 |

CURTIS GENTRY, D. D. S.

PHYSICIAN'S REPORT

In comparison with children of a similar age group in private home life we can consider the children at Cedar Spring as healthy. Although 323 children were admitted to the infirmary many of these were for minor ailments and observation which would not demand hospitalization if they were not in an institution. The days lost from active school work were comparatively few and although several children were ill all survived.

There were 63 cases of mumps, 12 malaria, 3 pink eye, 2 appendicitis, 2 lobar pneumonia, 1 empyema which was operated, 1 encephilitis (sleeping sickness) 1 scarlet fever, 1 hookworm, 3 colitis. The only accident of any gravity was a broken nose.

The average gain in weight was slightly over one pound per month which is above normal for the average ages of the children.

D. L. SMITH, SR., Physician.

ENROLLMENT

WHITE GIRLS

| | |
|-------------|----|
| Deaf | 80 |
| Blind | 26 |

WHITE BOYS

| | |
|---------------------|-----|
| Deaf | 86 |
| Blind | 49 |
| Total (White) | 241 |

COLORED GIRLS

| | |
|-------------|----|
| Deaf | 17 |
| Blind | 10 |

COLORED BOYS

| | |
|-----------------------|-----|
| Deaf | 19 |
| Blind | 18 |
| Total (Colored) | 64 |
| Grand Total | 305 |

SUMMARY

| | |
|-------------|-----|
| Girls | 133 |
| Boys | 172 |
| Total | 305 |

**FINANCIAL STATEMENT FROM JULY 1, 1934
TO JUNE 30, 1935.**

| | |
|----------------------------|-------------|
| Balances July 1, 1934 | . |
| Citizens and Southern Bank | |
| Maintenance Account | \$ 1,198.41 |
| Special Account | 291.68 |
| Beneficiary Account | 415.83 |
| <hr/> | |
| Total | \$ 1,905.92 |

RECEIPTS

| | |
|--|-------------|
| Balance July 1, 1934 | \$ 1,905.92 |
| Maintenance—State Appropriation | 75,000.00 |
| Miscellaneous—(Special Account) | 1,165.71 |
| Tuition | 555.00 |
| Interest Coupons—(Beneficiary Fund) | 720.00 |
| Tapping Water Main | 100.00 |
| Central National Bank (Closed) "M" Account.. | .55 |
| <hr/> | |
| Total | \$79,447.18 |

EXPENDITURES

| | |
|---------------------------------------|-------------|
| Maintenance | \$75,035.34 |
| Miscellaneous (Special Account) | 1,327.78 |
| Beneficiary Fund | 863.81 |
| Balance June 30, 1935 | 2,220.25 |
| <hr/> | |
| Total | \$79,447.18 |

Balances June 30, 1935

Citizens & Southern Bank

| | |
|---------------------------|-------------|
| Maintenance Account | \$ 1,818.62 |
| Special Account | 104.13 |
| Beneficiary Account | 272.02 |
| Cash in Office | 25.48 |
| <hr/> | |
| Total | \$ 2,220.25 |

BENEFICIARY ACCOUNT

Bonds on hand:

| | |
|---|-------------|
| 6 County of Greenville—City View Water and Sewer 6% Due 1969—Due date of interest Feb- ruary and August 1st. | \$ 6,000.00 |
|---|-------------|

| | |
|---|-------------|
| 4 County of Greenville—Greater Greenville Sewer District 4½% Due 1967—Due date of interest May and November 1st. | \$ 4,000.00 |
| 3 Town of Pickens—6% Due 1944—Due date of interest May and November 1st. | \$ 3,000.00 |
| Total | \$13,000.00 |

Statement of funds in closed banks:

First National Bank

| | |
|--|-------------|
| Maintenance Account (Revolving Fund) | \$ 3,999.86 |
| December 24, 1932—10% Dividend .. | \$399.98 |
| December 19, 1933—20% Dividend .. | 799.97 |
| Balance | 1,199.95 |
| | |
| Balance | \$ 2,799.91 |
| Special Account (Including General Account) .. | 792.25 |
| December 24, 1932—10% Dividend | \$ 79.22 |
| December 19, 1933—20% Dividend | 158.45 |
| Balance | 237.67 |
| | |
| Balance | \$ 554.58 |

Total Balance June 30, 1935 First National Bank \$ 3,354.49

Central National Bank

| | |
|---|-------------|
| Maintenance Account : | |
| December 23, 1933—30% Dividend | \$ 0.66 |
| March 25, 1935—25% Dividend | 0.55 |
| Balance | \$ 2.20 |
| | |
| Special Account | 1.11 |
| | |
| Balance | \$ 1.09 |
| Special Account | \$ 136.26 |
| December 23, 1933—30% Dividend | \$ 40.88 |
| March 25, 1935—25% Dividend | 34.06 |
| Balance | 74.94 |
| | |
| Balance | \$ 61.32 |
| Total Balance June 30, 1935 Central National Bank | \$ 62.41 |
| Total all closed banks June 30, 1935 | \$ 3,416.90 |

WHITE DEAF CHILDREN

| | | | |
|-------------------------|--------------|--------------------------|--------------|
| Doris Askins | Florence | Edgar Childers | Sumter |
| Bennie Atkinson | Dillon | Marshall Culpepper | Anderson |
| Syble Allen | Laurens | Durell Culpepper | Anderson |
| Hughey Anderson | Greenwood | Hugh Davis | Greenville |
| Jason Ammons | Chesterfield | Marvin Dukes | Orangeburg |
| Jewell Ammons | Chesterfield | Ruth Drawdy | Orangeburg |
| Elizabeth Amaker | Orangeburg | Hazel Dykes | Lexington |
| Sarah Anderson | Spartanburg | Rudolph Dean | Laurens |
| Earnestine Alford | Horry | Elsie Durham | Anderson |
| James Bates | Anderson | Gordon Ethridge | Orangeburg |
| Lillian Black | Colleton | Thomas Fail | Bamberg |
| Monroe Benton | Horry | Whilden Floyd | Greenville |
| Griggs Benton | Horry | Victor Galloway | Marlboro |
| Sadie Boyd | Barnwell | Everette Gaston | Florence |
| Joe Bass | Chesterfield | Juanita Gooding | Hampton |
| Jesse Bass | Chesterfield | Reba Graham | Marion |
| Lucile Bass | Chesterfield | Albert Gibson | York |
| Vernon Bell | Aiken | Calvin Gregory | Spartanburg |
| Ralph Barnes | Colleton | Dora Belle Garrett | Laurens |
| Marie Barnes | Colleton | Inez George | Cherokee |
| Evelyn Brown | Marion | Lucy Gatch | Colleton |
| Louise Brown | Marion | Jesse Green | Chesterfield |
| Alfred Brown | Cherokee | Claude Griffin | Lancaster |
| Earl Brown | Spartanburg | Franklin Grainger | Horry |
| Bessie Boiter | Spartanburg | Alfred Garick | Orangeburg |
| Edna Boiter | Spartanburg | Edna Hammond | Marion |
| Helen Briggs | Sumter | Mildred Hair | Sumter |
| Eugenia Broome | Richland | Alice Heise | Richland |
| Joseph Bowling | Greenville | Haskell Harden | Oconee |
| Gwendolyn Berry | Spartanburg | John Hackett | Charleston |
| Robert Berry | Orangeburg | Mary Hubbard | Marlboro |
| Mildred Brant | Orangeburg | Wilburn Hilton | Charleston |
| Francis Brant | Allendale | Pauline Hopkins | Spartanburg |
| Harry Brant | Allendale | Adjer Hawkins | Greenville |
| Haskell Blanton | Cherokee | Helen Heath | Aiken |
| Mozelle Byrum | Anderson | Calvin Hill | Newberry |
| Katherine Cantey | Florence | Delma Horne | Edgefield |
| Marvin Carter | Colleton | Ethel Haselden | Berkeley |
| Robert Carter | Colleton | Janice Hilton | Chesterfield |
| Frank Coltrane | Chester | Iva Dean Hines | Sumter |
| Sarah Cherry | Sumter | Pet Johnson | Horry |
| Ellis Cashwell | Florence | Julia Jones | Kershaw |
| Carolyn Campbell | Florence | Myrtis Jones | Richland |
| William Cooper | Spartanburg | Charles Kendrick | Greenville |
| Eloise Creech | Bamberg | Thomas Kinard | Newberry |
| Nell Couch | Pickens | Ray Kinard | Newberry |

WHITE DEAF CHILDREN—Continued

| | | | |
|-------------------------|--------------|--------------------------|--------------|
| Leon Kyzer | Lexington | David Risher | Marlboro |
| Marvin Likes | Charleston | Louise Rogers | Marion |
| Buford Langley | Marlboro | Walker Robinson | Hampton |
| Gerald Livingston | Aiken | Carlisle Saunders | Charleston |
| Rosa Lee | Darlington | Frank Shealy | Richland |
| Lloyd Ligon | Chester | Freddie Stephenson | Allendale |
| Thomas Ligon | Chester | Vernell Segrest | Orangeburg |
| Vick Loftis | Spartanburg | Lorena Spell | Dorchester |
| Mary Mooneyham | Richland | J. B. Smith | Oconee |
| Mattie Massebeau | Cherokee | Neal Smith | Chesterfield |
| Isabel Martin | Greenwood | Sam Smith | Laurens |
| Pierce Mason | Lancaster | Beady Smith | Marion |
| Carl Moats | Anderson | Oliver Sox | Richland |
| David Mitchum | Clarendon | Emerson Stroud | Horry |
| Reba Mole | Hampton | J. C. Stroud | Greenville |
| Carrie McDonald | Chesterfield | O. W. Shirley | Spartanburg |
| James McAllister | Florence | Earl Tate | Greenville |
| Millie McCullen | Florence | Evelyn Taylor | Laurens |
| Charles Oliver | Chesterfield | Sadie Taylor | Laurens |
| Faye Outlaw | Kershaw | Gladys Tillotson | Spartanburg |
| Thomas Owens | Charleston | Wade Teal | Chesterfield |
| Mattie O'Dell | Pickens | Luther Thompson | Charleston |
| Nell Peeples | Hampton | Orie Lee Terry | Edgefield |
| J. B. Platt | Dorchester | Neta Belle Trotter | Greenville |
| Evelyn Petrie | Spartanburg | Elizabeth Warren | Charleston |
| DeVeaux Parker | Florence | Marie Warren | Charleston |
| Ryland Price | Lexington | Allen Wilson | Kershaw |
| Louise Pigate | Florence | Clyde Wilson | Greenville |
| Charles Pollock | Charleston | Charlie Wimberly | Orangeburg |
| Lizzie Mae Powell | Horry | Elizabeth Wimberly | Orangeburg |
| Madia Riddle | Laurens | Haze Weeks | Aiken |
| Dorothy Riddle | Laurens | Allen Wight | Charleston |
| James Roberts | Colleton | Lizzie Mae West | McCormick |
| Hubert Rhinehart | Spartanburg | Sadie Warren | Orangeburg |
| Carl Robinson | Greenville | Retha Williams | Charleston |
| Reuben Reeves | Pickens | Thomas Woodruff | Anderson |
| | | Mattie Lee Young | Greenville |

WHITE BLIND CHILDREN

| | | | |
|------------------------|-------------|-----------------------|------------|
| Joye Anderson | Richland | Nettie Bonnett | Lexington |
| Leroy Ashe | Union | Edna Bonnett | Orangeburg |
| Simon Barnett | Berkeley | Anderson Bishop | Berkeley |
| Frederick Baskin | Kershaw | Eugene Campbell | Anderson |
| Hosea Beaver | Lancaster | Edith Carter | Colleton |
| Max Bonner | Spartanburg | Bertha Carabo | Marlboro |
| Lee Ballenger | Greenville | William Cathey | Anderson |

WHITE BLIND CHILDREN—Continued

| | |
|-------------------------|--------------|
| Forrest Cathey | Anderson |
| Julian Cook | Sumter |
| Frances Crawford | Spartanburg |
| Fred Lee Crawford ... | Spartanburg |
| Eldridge Clark | Chesterfield |
| Mary Couch | York |
| T. D. Christopher | Greenville |
| W. J. Cockfield | Florence |
| Earl Capps | Marion |
| Mayola Camp | Cherokee |
| J. T. Catoe | Kershaw |
| J. C. Drawdy | Bamberg |
| Sarah Disher | Sumter |
| Keith Duncan | Spartanburg |
| Mary Frye | Lexington |
| Virgie Fulmer | Aiken |
| Leroy Fogel | Charleston |
| Frances Gallman | Union |
| B. D. Gallman | Union |
| Roy Green | Spartanburg |
| Jack Huthmacher | Charleston |
| Lucile Henderson | Pickens |
| Ann Hydrick | Orangeburg |
| Thomas Ingram | Chesterfield |
| Grover Jones | Spartanburg |
| Robert Lawson | Spartanburg |
| Frontis Lown | Lexington |
| Nancy Martin | Anderson |
| Clindenin Martin | Spartanburg |
| Mary Martin | Pickens |
| Coleman Moore | Spartanburg |
| Esther Mosley | Spartanburg |
| Estelle Mosley | Spartanburg |
| Robert Oglesby | Spartanburg |
| Henry Owens | Spartanburg |
| James Parks | Greenville |
| Frances Putnum | Spartanburg |
| Lorick Padgett | Lexington |
| Joel Parr | Greenville |
| Bennie Phillips | Berkeley |
| Paul Price | Spartanburg |
| Keith Price | Spartanburg |
| Floree Price | Spartanburg |
| Ivy Porter | Charleston |
| Henry Riley | Hampton |
| Grady Roach | Pickens |
| Oram Rochester | Greenville |
| Elizabeth Shrum | Laurens |
| Diaz Stasny | Anderson |
| Floyd Saville | Greenville |
| Woodrow Simmons . | Williamsburg |
| Charles Simmons ... | Williamsburg |
| Nell Stevens | Greenville |
| Ola Starnes | York |
| Sara Lee Stewart | Richland |
| Mary Turner | Cherokee |
| Monroe Tucker | Barnwell |
| Marshall Tucker | Dorchester |
| DeFoix Tramel | Spartanburg |
| Harley Wooten | Greenville |
| Ruth Weeks | Spartanburg |

COLORED DEAF CHILDREN

| | |
|---------------------------|--------------|
| Benjamin Addison | Florence |
| Jesse Addison | Sumter |
| Freddie Anderson | McCormick |
| Sherman Anderson | McCormick |
| Roland Alford | Darlington |
| David Baxter | Orangeburg |
| Ed Byrd | Union |
| A. M. Blandon | Greenville |
| Willie Mae Chisholm | Chester |
| Eva Crim | Fairfield |
| Donella Collier | Florence |
| J. D. Dixon | Marion |
| Margaret Alice Green | Richland |
| Louisa Gray | Chester |
| Evelyn Hamilton | Florence |
| Leroy Hickman | Lee |
| Lunette Herndon | Spartanburg |
| Gladys Isaac | Sumter |
| Andrew Jackson | Greenwood |
| Lucinda Jones | Lexington |
| Josh Jones | Aiken |
| Evander Johnakin | Marlboro |
| Blanche Johnson | Oconee |
| Johnie Kennedy | Williamsburg |
| William Lawson | Bamberg |
| Minnie Lou Parks | Spartanburg |

COLORED DEAF CHILDREN—Continued

| | | | |
|----------------------------|-------------|-----------------------|-------------|
| Theoperus Outin | Richland | Richard Shelton | Spartanburg |
| Cathaline Richardson | Sumter | Simpson Styals | Spartanburg |
| Ruth Richardson | Laurens | Joseph Williams | Allendale |
| Anna Rayford | Spartanburg | Marie Windbush | Newberry |
| Gertrude Robinson | Charleston | Leonard Worthy | Union |

COLORED BLIND CHILDREN

| | | | |
|------------------------|------------|---------------------------|------------|
| Floyd Anderson | Aiken | Tommy Hill | Laurens |
| Robert Anderson | Aiken | Cleavous Holmon | Newberry |
| Roosevelt Askew | Charleston | Lena Margaret Hunter | Oconee |
| Edna Baker | Sumter | Eloise Lunn | Darlington |
| Ruth Brown | Chester | Leroy Moss | Greenwood |
| Arthur Brown | Edgefield | Robert McDowell | Kershaw |
| John Marion Brown | Beaufort | Dorothy Palmore | Aiken |
| Josephine Bryant | Berkeley | Lonnie Robinson | Florence |
| Allen Clary | Charleston | Samuel Roper | Charleston |
| Sam Cunningham | Fairfield | Lonnie Smith | Saluda |
| Roger Goodman | Aiken | Cremo Washington | Chester |
| Robert Goodman | Aiken | Almena Willis | Marion |
| Mary Frasier | Charleston | Janie Woods | York |
| Rives Hankerson | Aiken | Lucius Woods | York |

GENERAL INFORMATION

On the twenty-second of January 1849 the Rev. Newton Pinckney Walker opened as a private institution the first school for the deaf in South Carolina. During 1848 he had spent a few months at the Georgia School for the Deaf preparing himself for this special work. He had become interested in teaching the deaf, due to the fact that his wife had two brothers and a sister who were deaf. In 1855 a department for the blind was added and in 1857 the school changed from a private enterprise to a State owned institution.

During its early years and especially during the Civil War and the lean years which followed, the growth of the school was slow. The founder died on November 13, 1861, but his work was carried on by members of his family and his associates until election of his son, Dr. N. F. Walker, as superintendent a few years later.

The above gives some idea of the first years of this school. Today the school is greatly changed. In place of the original building we have an excellent plant with all modern conveniences. Our student body has grown until there are about three hundred children here during the school year, with a faculty of thirty-two teachers and instructors. In 1927 Dr. N. F. Walker was succeeded by his son, Dr. W. Laurens Walker, who in turn has been followed by his son, W. Laurens Walker, Jr.

This is a State school for the deaf and the blind. Any deaf or blind child between the ages of six and twenty-one of sound mind and body whose loss of hearing or sight prohibits him from attending the public school system is eligible for admittance. His parents or guardian must be residents of South Carolina. To those unable to pay tuition the only expense attached is for traveling expenses and clothing. A tuition fee of forty dollars a year must be paid by parents who are financially able to do so. Each year the school is opened about the middle of September and runs for nine scholastic (four weeks) months. There is a Christmas vacation of about two weeks at which time all children are required to return to their respective homes.

